

RED BANK ELEMENTARY

246 Community Drive
Lexington, SC 29073

GRADES K-5 Elementary School

ENROLLMENT 919 Students

PRINCIPAL Marie G. Watson 803-359-6101

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	32	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes

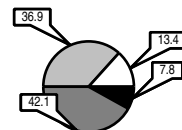
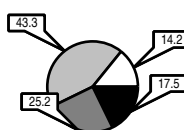
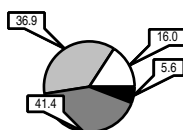
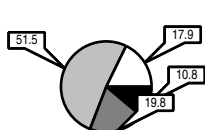
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	457	100.0	16.0	36.9	41.4	5.6	57.6	Yes	Yes
Gender									
Male	248	100.0	19.4	40.9	35.3	4.3	51.7		
Female	209	100.0	11.9	32.1	48.7	7.3	64.8		
Racial/Ethnic Group									
White	371	100.0	14.7	35.9	42.8	6.6	61.2	Yes	Yes
African-American	73	100.0	23.4	46.9	28.1	1.6	35.9	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	366	100.0	8.9	36.1	47.9	7.1	67.2		
Disabled	91	100.0	43.7	40.2	16.1	0.0	20.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	457	100.0	16.0	36.9	41.4	5.6	57.6		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	456	100.0	16.0	36.8	41.5	5.7	57.8		
Socio-Economic Status									
Subsidized meals	167	100.0	26.0	39.7	32.9	1.4	41.8	Yes	Yes
Full-pay meals	290	100.0	10.8	35.5	45.9	7.9	65.9		

Mathematics - State Performance Objective = 15.5%									
All Students	457	100.0	17.9	51.5	19.8	10.8	49.4	Yes	Yes
Gender									
Male	248	100.0	17.7	52.2	17.7	12.5	48.3		
Female	209	100.0	18.1	50.8	22.3	8.8	50.8		
Racial/Ethnic Group									
White	371	100.0	16.1	50.3	21.6	12.1	51.4	Yes	Yes
African-American	73	100.0	28.1	57.8	10.9	3.1	34.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	366	100.0	11.8	51.8	23.4	13.0	56.2		
Disabled	91	100.0	41.4	50.6	5.7	2.3	23.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	457	100.0	17.9	51.5	19.8	10.8	49.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	456	100.0	17.9	51.4	19.8	10.8	49.3		
Socio-Economic Status									
Subsidized meals	167	100.0	26.7	50.0	17.1	6.2	38.4	Yes	Yes
Full-pay meals	290	100.0	13.3	52.3	21.1	13.3	55.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	142	100.0	18.6	34.1	43.4	3.9	47.3
	Grade 4	154	100.0	15.8	39.6	41.7	2.9	44.6
	Grade 5	184	100.0	25.3	47.6	27.1	N/A	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	153	100.0	14.1	27.5	49.0	9.4	58.4
	Grade 4	153	100.0	13.5	39.2	42.6	4.7	47.3
	Grade 5	151	100.0	22.4	45.6	29.9	2.0	32.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	142	100.0	13.2	54.3	19.4	13.2	32.6
	Grade 4	154	100.0	17.3	46.8	22.3	13.7	36.0
	Grade 5	184	100.0	20.6	54.7	19.4	5.3	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	153	100.0	12.8	55.0	24.2	8.1	32.2
	Grade 4	153	100.0	16.9	50.7	21.6	10.8	32.4
	Grade 5	151	100.0	24.5	49.7	12.9	12.9	25.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 919)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.3%	Up from 1.8%	2.1%	2.7%
Attendance rate	96.1%	Up from 95.5%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.9%		3.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		3.0%	3.5%
Eligible for gifted and talented	16.7%	Down from 19.3%	22.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 8.1%	7.5%	8.2%
Older than usual for grade	0.1%	Down from 0.5%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 62)				
Teachers with advanced degrees	62.9%	Down from 71.4%	54.5%	51.4%
Continuing contract teachers	83.9%	Down from 88.9%	89.2%	87.5%
Highly qualified teachers**	98.2%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 89.7%	88.5%	86.7%
Teacher attendance rate	95.5%	Down from 96.0%	95.2%	94.9%
Average teacher salary	\$42,392	Up 2.6%	\$42,245	\$40,760
Prof. development days/teacher	7.3 days	Down from 10.9 days	10.7 days	12.4 days

School				
Principal's years at school	0.5	Down from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.9 to 1	19.7 to 1	18.9 to 1
Prime instructional time	90.3%	Down from 90.9%	90.7%	90.0%
Dollars spent per pupil*	\$6,078	Up 10.6%	\$5,831	\$6,044
Percent of expenditures for teacher salaries*	68.1%	Up from 68.0%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

The faculty, staff and School Improvement Council at Red Bank Elementary School continued to reflect, evaluate and make improvements designed to positively impact student growth and achievement.

During the 2003-2004 school year, Red Bank Elementary formed a Data Analysis Team. This team thoroughly evaluates students' performance and determines areas of strength and weakness. As a result of those studies and in conjunction with the School Improvement Plan, we developed and implemented staff development and curricula plans designed to help us meet those needs.

Students who did not meet state standards on the PACT test received tutoring before school five days a week and after school one day a week. Instructional assistants and/or teachers also provided them with academic assistance.

We employed a mathematics coach to help teachers use best practices in instruction and to work with targeted groups of students on concepts and skills. We continued our work in literacy with a literacy coach who provided staff development for teachers and evaluated selected students. More than 600 students per day received supplemental, individual instruction in reading and math through a computer software program.

Blue Ribbon Schools of Excellence recognized RBE as one of three finalists for an award of distinction for innovative use of technology. Our 21st century classroom was a first step in our vision for providing teachers and students the instructional and learning benefits of technology. Our school also received a media award of merit for our school newsletter and student-produced broadcast news show WRBE.

Our students and their families could receive counseling services through our partnership with Lexington Baptist Church. They also provided monetary assistance, mentoring, tutoring, breakfast/lunch buddies and faculty assistance.

Under the leadership of Chair Ryan Richardson, our School Improvement Council reviewed our school's progress toward our School Improvement Plan goals. We continue to: 1) promote creative problem solving skills across the curriculum, 2) provide staff development for our teachers on ways to integrate technology into all curriculum areas and use technology resources, 3) use rubrics for students to self-assess their work, 4) develop opportunities for students to practice oral expression and 5) provide opportunities for students to demonstrate personal and social responsibility.

Our parents and community members continue to partner with us by attending conferences, volunteering, and serving on various school and PTO committees. These relationships benefit our students and help us prepare them for learning and living responsibly, now and in the future.

Marie Watson, Principal

Ryan Richardson, Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	56	123	86
Percent satisfied with learning environment	100.0%	91.0%	82.4%
Percent satisfied with social and physical environment	98.1%	91.0%	87.1%
Percent satisfied with home-school relations	98.2%	91.9%	79.5%

*Only students at the highest elementary school grade level at this school and their parents were included.